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papers deal with the teaching of physical science, every science teacher will read the pages with profit and will chuckle many a delighted chuckle as he finds his difficulties so typically portrayed and the remedies so simply indicated. The book is primarily a plea for a return to the natural-history point of view in teaching science. The author says, "Certainly whatever we may profess in the prefaces of our textbooks, we are actually doing less in our schools today than we did fifty years ago to make sciences minister to the needs of our common life."

Throughout the book, and especially in the long chapters on the teaching of physical science from which the foregoing quotation is taken, the author points out topics and the method of handling topics so as to make our science "minister to the needs of our common life."

In no uncertain terms he makes evident that the university is an institution for the preparation of specialists and not for the preparation of successful high-school teachers. He pays his respects also to the laboratory work as follows: "The most unsatisfactory part of the physics requirement (or supposed requirement) has been the laboratory work. I say supposed requirement, for probably no one in any position to *require* has ever wished for such extremities of mathematical frivolities as many of the recent offshoots from the colleges have vainly tried to implant in high-school laboratories."

Some of the most interesting of the eighteen chapters of the book are two on the teaching by projects. From one of these the following quotation is taken. "If the two or three hundred 'fundamental principles' in physics, for example, are fundamental, why do intelligent people having once learned them forget them without regret? Why do engineers have little use and much contempt for them? Why do those engaged in research in fields of physics ignore them? Is it tacitly for purposes of mental discipline that they are taught? Are students in schools and colleges made into scientists by learning the so-called fundamental facts, or by practicing the methods of a scientist in finding the solution of real problems?"

TRAFTON, G. H. *The Teaching of Science in the Elementary School*. Boston: Houghton Mifflin Co., 1918. Pp. x+243. \$1.30

The author considers that the major aims of science teaching can be included under four aims: the avocational, the social, the hygienic, and the vocational. The latter he thinks may be committed in a book dealing with elementary science.

He believes that the proper material for science work is to be determined by the immediate interests and needs of pupils, not by the preparation for

an indeterminate future. The problem method of attack is the desirable method of procedure, and the problems must be those that are real to the child.

Parts II, III, IV, and V take up respectively the biological, agricultural, hygienic, and physical phases of science for grade pupils. Chapters in Part II suggest materials and methods to be used in teaching children about birds, insects, pets and domestic animals, trees, flowers, seed dispersal, and flowerless plants. Similarly, the other parts deal with various subdivisions of the main topics.

Chapters on the teaching of hygiene stress the formation of correct habits and give helpful suggestions and advices for accomplishing this.

Part VI, making up nearly one-third of the book, is an outline for an elementary science course by grades and by seasons. It is one that has been tried out by the author for several years in the practice school of the Mankato (Minnesota) Normal School. The book closes with a bibliography of three pages.

The author's point of view throughout is sane; his understanding of the child's mental processes is sound; and his suggestions regarding methods are very helpful. The book can well be followed by the teacher who desires a good course in nature-study and sound advice as to the methods of procedure.

HODGE, C. F., and DAWSON, JEAN *Civic Biology*. Boston: Ginn & Co., 1918. Pp. viii+380. \$1.60.

This civic biology was announced by the publishers many years ago and has been looked forward to with great interest. The title suggests the point of view, namely, that there are large masses of information at our disposal which if only applied would make living much more agreeable. The author says: "Select the problems that your community needs to have studied most. A single problem actually worked out to a definite civic advance will be worth more educationally than a hundred problems memorized from a book." The problems selected for discussion are mainly those concerned with man's fight against the ravages of destructive plants and animals. The insect problem stated in chapter iii gives an appalling picture of the reproductive power of insects and of their destructiveness to crops. The following chapters make it apparent that birds are the chief reliance in combating these insect pests. Chapters on plant problems list the many injurious weeds and poisonous plants. Chapter x, on flies, and chapter xi, on mosquitoes, impress the student again with the fabulous rate of reproduction and the dangers that lurk in their power of carrying disease. There follow several other chapters on injurious insects. Chapter xvii